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| SLCC Logo | Campus and Site Services, North Region |
| 2019-2020 ANNUAL ASSESSMENTSUMMARY OF RESULTS |

**WESTPOINTE CENTER STUDENT PROFILE**

# **College-wide Strategic Goal**

1. Equity in Student Participation and Completion

2. Secure Institutional Sustainability and Capacity

# **Assessment Overview**

The goal of this assessment is to learn what Westpointe Center (WPC) student profile is (demographically, diversity, courses, etc.). Additionally, this assessment will investigate what the students at WPC are taking, trends in enrollment, student backgrounds, and through data have a chance to discover the population of this campus. It will be essential to know who the students at WPC are, what/where they are taking classes, and what their background/identities look like. To know this will allow us to further investigate the bigger questions, issues, and data for future assessments and campus planning/scheduling.

Examples of data requests: Zip Codes of students, programs of study, campus locations, enrollment on WPC and other campuses, and background information for diverse student populations etc.

# **Methodology (Plan/Method)**

Working with Data Warehouse/Office of Data Science and Analytics to obtain data. Data was compiled through a Westpointe Center dashboard created to display multiple data perspectives and breaking down the various layers of information needed to successfully summarize the findings.

# **Timeline**

Early November 2019 – Meet with Strategic Analysis/Accreditation and Data reporting staff for strategizing and scope of data collection needs.

Mid November 2019 – Submit Data Request

January 2020 – February 2020 – Begin looking at Data, and make any necessary follow ups and additional requests

March 2020 – Look into any newly requested data and begin drawing conclusions based on findings. Collaborate with Data Science and Analytics team to assist in troubleshooting any inconsistencies/gaps and support with any unclear findings or information.

April 2020 – Bring in supervisor (Curt) to share findings and get feedback on data collected through data request. Beginning stages of creating the WP “Student Profile.”

May 2020 – Begin forming how I hope to present this data, make concrete decisions on how to present findings to college community. Request any final feedback and support from data support entities and those on the Assessment Committee.

June 2020 – Submit final assessment documents and results.

# **Results/Findings**

**Headcounts and Registrations**

FALL

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Term | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
| Westpointe Center Headcount | 144 | 85 | 352 | 375 |
| Non Westpointe Center Headcount | 321 | 317 | \*all students captured in above number | \*all students captured in above number |
| Westpointe Center Total Registrations | 460 | 298 | 860 | 821 |
| Non Westpointe Center Total Registrations | 702 | 685 | \*courses offered exclusively at WPC | \*courses offered exclusively at WPC |

SPRING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Term | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 |
| Westpointe Center Headcount | 128 | 58 | 290 | 284 |
| Non Westpointe Center Headcount | 354 | 353 | \*all students captured in above number | \*all students captured in above number |
| Westpointe Center Total Registrations | 422 | 212 | 691 | 666 |
| Non Westpointe Center Total Registrations | 720 | 714 | \*courses offered exclusively at WPC | \*courses offered exclusively at WPC |

SAT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Term | SAT 2016 | SAT 2017 | SAT 2018 | SAT 2019 |
| Westpointe Center Headcount | 78 | 92 | 247 | 215 |
| Non Westpointe Center Headcount | 138 | 125 | \*all students captured in above number | \*all students captured in above number |
| Westpointe Center Total Registrations | 345 | 476 | 1,011 | 596 |
| Non Westpointe Center Total Registrations | 400 | 407 | \*courses offered exclusively at WPC | \*courses offered exclusively at WPC |

\*Per Data Science and Analytics: WPC-Only Course Subjects: This includes subjects that are exclusively taught at the WPC from Fall 2018 forward. Subjects are excluded if they are taught at both WPC and other SLCC campuses (e.g. English, Math, Communications).

The Non-WPC count represent courses that were taught at other campuses, but transitioned exclusively to WPC beginning Fall 2018. These courses are industry specific and fit within the programs/content being taught directly within these classes and courses. Although it appears that the headcounts may have dropped from Fall Semester to Fall semester one could infer that this was due to programs changing locations, courses being offered exclusively at a campus out of reach geographically from those in other communities (Transportation/UTA support), or various other factors.

There are many course offerings at the WPC, for both Credit and SAT programs. Some of the highest headcounts for credit courses offered are Welding, Engineering Design/Drafting, and Diesel Systems Technology. Although from Fall 2018 to Fall 2019 all of these courses have seen a decrease in enrollment head count, we still do see high numbers of students attending these courses. Many of the SAT program courses have seen increases in enrollment headcounts. Some of the most highly desired and highly enrolled courses for SAT are Electronics Technician, Professional Truck Driving, Welding, and Automation and Instrumentation. These programs/courses all saw recent increases and plateaus in enrollment, but no decreases in enrollment headcounts.

**Demographics**

For the most recent SLCC Semester/SAT Term Headcounts

**Race/Ethnicity**

|  |  |  |  |
| --- | --- | --- | --- |
| Demographic | Fall 2019 | Spring 2020 | SAT 2019 |
| White | 234 (62.4%) | 192 (67.6%) | 128 (59.5%) |
| Hispanic/Latino | 74 (19.7%) | 54 (19%) | 50 (23.2%) |
| Black | 4 (1.06%) | 3 (1%) | 8 (3.7%) |
| Asian | 6 (1.6%) | 6 (2.1%) | 4 (1.8%) |
| Pacific Islander | 2 (.53%) | 3 (1%) | 2 (.93%) |
| Non-Resident | 3 (.8%) | 3 (1%) | 0 (0.0%) |
| American Indian | 5 (1.3%) | 5 (1.7%) | 4 (1.8%) |
| Unknown | 33 (8.8%) | 9 (3.1%) | 12 (5.6%) |
| More than One | 14 (3.7%) | 9 (3.1%) | 7 (3.2%) |

**Gender**

|  |  |  |  |
| --- | --- | --- | --- |
| Gender | Fall 2019 | Spring 2020 | SAT 2019 |
| Female | 27 (7.2%) | 21 (7.4%) | 36 (16.7%) |
| Male | 324 (86.4%) | 254 (89.4%) | 179 (83.3%) |
| Unknown | 24 (6.4%) | 9 (3.16%) | 0 (0.0%) |

**Age**

|  |  |  |  |
| --- | --- | --- | --- |
| Age | Fall 2019 | Spring 2020 | SAT 2019 |
| <18 | 2 (.53%) | 1 (.35%) | 7 (3.2%) |
| 18-23 | 161 (42.9%) | 127 (44.7%) | 53 (24.6%) |
| 24-28 | 73 (19.4%) | 66 (23.2%) | 41 (19%) |
| 29-36 | 67 (17.8%) | 49 (17.2%) | 39 (18%) |
| 37-50 | 52 (13.8%) | 27 (9.5%) | 44 (20.4%) |
| >50 | 20 (5.3%) | 14 (4.9%) | 31 (14.4%) |

**Zip Code Map 2019-2020 Headcounts**

|  |  |  |  |
| --- | --- | --- | --- |
| Surrounding Zip Code | Fall 2019 | Spring 2020 | SAT 2019 |
| 84116 – WPC Zip Code | 17 | 14 | 6 |
| 84104 | 15 | 11 | 7 |
| 84103 | 7 | 7 | 4 |
| 84054 | 8 | 15 | 3 |
| 84102 | 7 | 3 | 3 |

SAT 2019 Head Count Outliers:

84118 - Salt Lake City/Kearns– 13

84119 - West Valley City – 11

84015 - Clearfield – 11

84096 - Herriman– 10

Fall 2019 Head Count Outliers:

84065 - Riverton – 22

84081 – West Jordan – 23

84129 - Salt Lake City/Taylorsville – 22

Spring 2020 Head Count Outliers:

84095 - South Jordan – 16

84081 - West Jordan – 18

84120 - West Valley City - 14

For the purposes of this assessment I felt it was important to show that large portions of the student populations attending WPC specific programs and courses are traveling from what could be considered outside of the direct community surrounding WPC. Part of this study was to see if the students attending this campus were being served within the North Salt Lake City/Salt Lake City region of the Valley and depending on how community members or students view a campus and the services/programs offered there can make a big difference.

# **Action Plan (Use of Results/Improvements/Call to Action)**

Based on the findings within the WPC Dashboard I have seen that students in the North Salt Lake zip code and surrounding areas are attracted to the programs and courses offered there. There were also many outliers to this conclusion. As stated above we can see that the WPC often draws students from throughout the Salt Lake Valley, some students often travelling from outside counties to access our WPC specific programs. It was also apparent that equal numbers of students were travelling to access the campus as they did for those who were within a few minutes of the campus. There are also higher concentrations of students attending WPC specific programs traveling from outside of the surrounding community. These numbers although, not significantly larger, still show that higher quantities of students are traveling longer distances to reach their desired program. This information could assist with Academic/Student affairs recruiting efforts and allow data to show where these recruitment efforts should be targeted. This information could also provide valuable insight to what other SLCC campuses may be lacking or provide information about what resources resonate and are valued by students the most. Future assessment topics could seek to uncover some of the trends from campus to campus and how to consistently support students through the many sites and centers around the Salt Lake Valley.

Other things to consider as we use this data to draw conclusions are what can we do as a campus community to draw more students to this campus from within the surrounding community. As a member of the Student Services team we know that the environment and spaces students inhabit can make a student want to be there and stay there. I have heard others say that as they drive by this campus it “appears” empty. With WPC having one of our newest SLCC buildings it is important to see student traffic, and a student presence on and around this campus. Although finding more data to support why one could infer that this could be caused by many things. The non-traditional times and length of times SAT courses/CTE courses are being offered, lack of student/community member knowledge of what the spaces are utilized for could speak to this. It might make sense for future assessments to look at more qualitative data to find out what makes students want to be on a campus and utilize these findings to increase services and offerings on WPC to secure future years of increased enrollment and attendance.

I think it will be important in future studies to really dive into what student services/student affairs presence should look like there, and how we draw more students from this community to access the programs and services offered at this campus. Learning from and listening to students who attend this campus could provide valuable feedback on what this campus is missing and help to direct those in leadership positions to funnel resources and shift priorities to make this campus more accessible and welcoming to students. Please keep in mind that I’m not drawing any conclusions to this data outside of what was factually detailed in the WPC Dashboard. Future assessments could dig deeper into the reasons students choose one campus over another, and what may or may not make WPC a campus destination students choose to commute too.

# **Other Notes**

-The dashboard used updates frequently so the headcounts and registrations may fluctuate until the last day to register for any upcoming semester/term. The numbers listed were compiled during the week of 6/2/2020.

-Some student obstacles to consider are UTA stops located near campus at times have made it difficult for students to access public transportation on campus and during a variety of times throughout the day.

-COVID-19 has become an issue for many students during the Spring/SAT 2019 terms which may have an impact on headcounts and registrations.

-Some courses are still offered depending on the program or general education requirements for that program. This will be important to consider as those reading this assessment begin to digest the results.

-WPC Campus currently lacks the activities and supports that create a student focused environment (food options, equitable transportation, student events, hangout spaces, equitable student affairs visible presence and support).